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ABSTRACT

In spring 1984, the Language Arts Department of University College, University of Cincinnati, began requiring all third-term Freshman English students to pass an exit test in order to receive credit for their final English course. The exit exam, which was part of a joint effort with the other five English Departments within the University, requires the student to write a complete essay in a 2-hour period on a persuasive topic (e.g., smoking in the workplace and mandatory drug testing for employees). Approximately 10 days before the exam date, students are given a set of readings reflecting differing points of view on a given issue. At the exam, the students are given the question and asked to support their position with references to the readings and personal experience. Each exam is graded holistically for minimal competency in content, structure, style, and mechanics. Freshman English faculty have offered the following observations about the exit exam: (1) faculty must "teach to the exam"; (2) there is too much emphasis on test-taking skills; (3) there is too much variance in grading standards among faculty marking the exams; (4) there is a welcome emphasis on common goals and standards throughout the program; (5) more faculty dialogue about composition instruction has been initiated; and (6) students are taking the composition class more seriously. Appendices include recommended expectations for students completing the Freshman English sequence; budget information; a sample exam question; exam instructions; an evaluation scale and form; and exam data. (EJV)

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The Experience of One Two-Year English Department with Cooperative Exit Testing

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Introduction

In the spring term of 1984 the Language Arts Department in University College, University of Cincinnati, began requiring all third-term Freshman English students to pass an exit test in order to receive credit for their final English course. This in itself was a new experience for the Department as well as the College, but there was also another aspect of the experiment which was new: for the first time the Language Arts Department was engaging in a joint faculty effort with the other five English Departments within the University system in requiring competency testing for all Freshman English students. This article focuses upon the development of the project, a description of the exam and the procedures used in administering it, and some conclusions about the value of the experience.

Historical Background

An intercollegiate committee on Freshman English was established in 1980 at the University of Cincinnati. Chaired by the Vice-provost for Academic Affairs, its members included representatives from the six English departments within the University: the McMicken College of Arts and Sciences, University College, Evening College, Clermont General and Technical College, Raymond Walters General and Technical College, and the College of Applied Sciences.[1] The purpose of the committee was to investigate common concerns in curriculum, standards, and intra-University transferability of credit in English. After an intensive two-year investigation of goals, procedures, and specific assignments in each of the several departments, the Committee produced a set of common writing, reading, and critical thinking goals for Freshman English courses taught at the University (see Appendix One). The next step was to draft a proposal for a way to measure students' competency in writing at the end of either the second or third term (depending upon the department) of the required sequence of Freshman English courses. This proposal for an Exit Exam,

as it was called from the beginning, was largely modeled upon an already-existing exam in the College of Arts and Sciences. An evaluation scale was agreed upon, and then the entire proposal was taken to each of the five colleges for discussion and approval. Discussion focused upon the advantages and disadvantages of (1) the exam itself and (2) the advisability of cooperating with the other colleges involved. Understandably, the process was a lengthy one, but in a space of two years all departments agreed to participate in the experiment.

One problem remained: funding. After numerous discussions involving the Committee, the deans, and the Provost's staff, the Provost agreed to fund directly out of his office the five budget requests.[2] In addition, the University College dean agreed to fund for his college a half-time secretary whose primary duty was to assist the two co-directors of Freshman English in the Exit Exam program. The University College budget for 1986-1987 is included in Appendix Two as well as the most recent budget request for 1987-1988. It was agreed from the beginning that requests for additional funds would be held to a minimum, although the latter budget does reflect increases stemming from the 1986-1987 salary contract and also from a need for additional remediation funding. All in all, the budget has proved workable for a college of 2800 students.

The Exit Exam, now solidly established in all colleges offering Freshman English at the University, is a unique development. Heretofore, there had never existed such a joint endeavor developed and administered by faculty from a number of semi-autonomous colleges within the University system. It has, as might be expected, generated considrable interest among both faculty and administration, with the resuult that it is currently being used as a model for another set of departments: the several mathematics departments at the University, which are cooperating in the development of a common examination for all entering students beginning in the fall of 1987. It is safe to say that such a venture would not have been undertaken except for the successful program already existing in the English Departments.

A Description of the Exit Exam and Procedures Used To Admminister It

The Exit Exam requires the student to write a complete essay in a two-hour period of time on a persuasive topic.[3] Topics in the past have included issues connected with smoking in the workplace, intramural versus interscholastic sports in high school, mandatory drug testing for employees, financial aid for students--need versus merit, banning the sale of handguns, and prayer in the public schools (see Appendix Three for a sample question and readings).

Approximately ten days before tthe exam date, students are given a set of four to six readings, reflecting differing points of view on a given issue. Although neither the readings nor the issue itself may be discussed in class, students are encouraged to study the selections carefully by themselves, and bring them to the exam along with a dictionary or thesaurus (See Appendix Four, Directions to the Student). At the exam the students are given the question and asked to support their position with references to the readings and to any personal experience that might be applicable.

Each exam is graded holistically on a High Pass, Pass, or Fail basis by two members of the composition faculty, no instructor ever grading his or her own students' papers. To earn a Pass, an exam must show minimal competency in content, structure, style and mechanics as outlined on the evaluation scale distributed to faculty. In case of a tie grade, a third instructor is asked to evaluate the exam. Each grader is given a number and is asked to fill out one Grading Sheet per exam (See Appendix Five).

All students who receive a failing grade are allowed in two weeks to rewrite their exam without coaching from instructors or tutors. At the time of their second two-hour exam the students' questions, bluebooks and readings are returned to them. Grading procedures are as before but with different faculty members. If a paper is failed at this point, the last faculty member to fail it is asked to write the reasons for failure at the bottom of the Grading Sheet.

Students who did not pass or who did not appear at any of the tests receive an N grade for their third-term Freshman English course and, after a consultation between the Directors of Freshman English and the instructor, are advised either to repeat the course or take a six-week tutorial of one-half hour per week. If students do not complete remediation within one calendar year, they must repeat the Freshman English course. Once remediation is

successfully accomplished, they may retake the exam, which is offered every term. This time, if the exam is passed, they receive the grade in Freshman English which they would hae received originally; if the exam is failed, they must repeat remediation (see Appendix Six for pass/fail rates).

In University college the exam is offered during the regular academic year on Friday of the sixth week. A make-up for those unable to attend is also offered on the following Monday. Grading is done from Monday through Wednesday of this week, with results placed in faculty mailboxes by Thursday. For those who fail, the process is repeated during the eighth and ninth weeks, conferences are held between the co-directors of Freshman English and instructors, and students are informed of the results during the ninth and tenth weeks.

Conclusions

In February 1987, a grant proposal submitted to the University Education Committee at the University of Cincinnati by the directors of Freshman English in University College and Raymond Walters College was funded. The proposal calls for a computerized study of Exit Exam data in the two colleges, exploring such issues as (1) rater reliability, (2) performance of minority and non-minority students, (3) performance of regular-track and developmental-track students, (4) the correlation between a rater's reliability and that rater's students' performance on the exam, (5) the correlation between students' grades in Freshman English and their performance on the Exit Exam.

Although such a study will eventually supply data for these and other issues, it is already possible to draw some general conclusions about the experience thus far. To this end, faculty discussions have been held on a continuing basis, and at one point (in June, 1986) a survey was distributed, asking the Freshman English Faculty to list liabilities and benefits of the testing program. On the negative side, three main criticisms have surfaced: (1) faculty must "teach to the exam," thus limiting their

imagination and creativity as teachers and forcing them to place more emphasis upon persuasive writing and less upon other kinds such as description, exposition, and the research paper; (2) there is too much emphasis upon test-taking skills; (3) there is too much variance in grading standards among faculty marking the exams. On the positive side, instructors have been pleased (1) to see a new emphasis upon common goals and standards throughout the Freshman English program; (2) to note more faculty dialogue about the teaching of composition; (3) to have at their disposal a means to help evaluate student mastery of basic writing, reading, and critical thinking skills; and (4) to note that students are taking their Freshman English classes more seriously. Several faculty members also agreed that "persuasive writing is fun to teach." The University College directors of Freshman English and the other five directors at the University believe that these benefits far outweigh the disadvantages. In their 1986 report to the Provost they note that all colleges have:

> -focused more on compositon with emphasis on persuasive writing;
> -improved coordination between the three segments of the Freshman English sequence;
> -improved communication among faculty members who now discuss standards and methods several times a year during the norming process;
> -gained greater consistency in methods of teaching Freshman composition;
> -gained greater consistency in grading Freshman English compositions;
> -improved coherence between the Freshman English sequence and the units' developmental programs.

The report continues by saying that for students "Freshman Composition is taken more seriously and in many cases more confidently now that there is a clear set of commonly understood criteria."[4]

Finally, benefits, in addition to those already cited for students and for the Freshman English program itself, may be found at still another level. Competency testing, now that it is established in all six colleges, has resulted in reducing transfer problems within the University and has made closer communication possible among the several colleges involved now that a forum exists for discussion of mutual concerns. The Freshman English sequence has also gained greater credibility throughout the University. Again quoting from the report:

> Though the process has been very lengthy, the committee believes that the time spent in implementing this testing was crucial to the success of the project. Overcoming prejudices and suspicions takes time and without the deliberate pace of our first two years these obstacles might not have been confronted. Through the discussion and debate of the past five years the English Departments of the University have developed a sense of trust and cooperation that is unusual in so large and diverse an institution.[5]

Clearly, additional study is warranted and will be undertaken on a continuing basis, but thus far the Exit Exam program has shown itself to be a success.

Notes

[1]The first three colleges mentioned are located on the main campus; the other three are off compus. The Arts and Sciences College and Evening College offer baccalaureate degrees; University College, Clermont College, and Raymond Walters College offer associate degrees; the College of Applied Sciences offers both associate and baccalaureate degrees.

[2]The budget for the Arts and Sciences College was already in place.

[3]Exam topics are shared among these departments, but no attempt is made to have all departments give the same exam in any given term.

[4]Report of the University of Cincinnati Freshman English Committee, p.5. The members of this committee, all of whom participated in writing the report, are as follows: Anna Kirwan Carey, Clermont College; Marvin Garrett, University College; Harriett Hogan, College of Applied Sciences; Philip Luther, Raymond Walters College; Jon Nicodemus, Evening College; Lucy Schultz, College of Arts and Sciences; Hurst Sloniker, University College; William Vilter, University College.

[5]Ibid.

APPENDIX 1

RECOMMENDED UNIVERSITY EXPECTATIONS
UPON COMPLETION OF THE FRESHMAN ENGLISH SEQUENCE

At the end of Freshman English, the student should demonstrate the following skills:

Diction

Precise language appropriate to specific purposes and varied audiences.

Grammar and Sentence Construction

Correct sentence structure
- Avoidance of the comma splice, the fused sentence, and the sentence fragment
- Avoidance of mixed or illogical constructions

Effective sentence structure
- Use of varied sentence structures
- Use of effective emphasis within the sentence

Accepted grammatical usage with special attention devoted to:
- Subject/pronoun agreement
- Subject/verb agreement
- Verb tenses

Punctuation and Mechanics

- Use of the comma, semi-colon, and other marks of punctuation
- Manuscript form, including footnoting and the use of quotations

Paragraph

- Unity
- Coherence
- Supporting details
- Appropriate emphasis
- Restricted, unified, and precise topic sentence
- Rhetorical patterns

Essay

- Unity
- Coherence
- Supporting details
- Appropriate emphasis
- Restricted, unified, and precise thesis sentence
- Rhetorical patterns

Other Skills

- Spelling
- Outlining
- Revising

ANALYTICAL READING OBJECTIVES

By the end of the year, a student should demonstrate the ability to:

1) recognize word meanings through knowledge of word structure, context, and denotation and connotation

2) restate details

3) identify or infer main ideas and locate relevant supporting details

4) analyze rhetorical structure and logical development

5) analyze figurative language

6) use objectives one through five to discover an author's point of view and purpose

CRITICAL THINKING OBJECTIVES

By the end of the year, a student should be exposed to language activities which demand the student:

1) exercise memory and comprehension skills by summarizing different kinds of reading material

2) demonstrate analytical skills by engaging in activities like comparing and contrasting, analyzing causes and effects, and so forth

3) demonstrate the ability to generalize from particulars and apply those generalizations to different and appropriate contexts

APPENDIX 2

Budget Request for 1986-87

Below are the college-by-college totals for administering the exit exam during the 1986-1987 fiscal year. On the following pages is a breakdown for each collegiate unit.

Clermont	$ 5,970
Evening	5,350
OCAS	5,525
RWC	7,520
University	10,720
Total	$35,085

CLERMONT COLLEGE
1986-1987

Grading Costs	--	500
Tutorial Costs	--	750
Coordinator's Stipend	--	1500
Supply Costs	--	200
Stipend for Summer Coordination	--	500
Released Time Costs for Coordination	--	2520 *
TOTAL	--	$5970

* Costs for released time from two four-hour courses per year at $315/ credit hour; the exit exam is given twice during the academic year and once each summer.

EVENING COLLEGE
1986-1987

Grading Costs	--	750
Tutorial Costs	--	1500
Coordinator's Stipend	--	1500
Supply Costs	--	1100
Stipend for Summer Coordination	--	500
TOTAL	--	$5350

OHIO COLLEGE OF APPLIED SCIENCE
1986-1987

Grading Costs	--	220
Tutorial Costs	--	1440
Coordinator's Stipend	--	1500
Supply Costs and Student Assistant	--	475
Stipend for Summer Coordination	--	___
Released Time Costs for Coordination	--	1890 *
TOTAL	--	$5525

* Costs for released time from two three-hour courses per year at $315/credit hour; the exit exam is given in winter and spring terms.

RAYMOND WALTERS COLLEGE
1986-1987

Grading Costs	--	300
Tutorial Costs	--	1400
Coordinator's Stipend	--	1500
Supply Costs	--	800
Stipend for Summer Coordination	--	1000 *
Student Assistant	--	530
Released Time Costs for Coordination	--	1990 **
TOTAL	—	$7520

* The exit exam is given twice during the summer term.

** Costs for released time from two three-hour courses during the spring term at $315/credit hour.

UNIVERSITY COLLEGE
1986-1987

Grading Costs	--	___
Tutorial Costs	--	2050
Coordinator's Stipend	--	1500
Supply Costs	--	1000
Stipend for Summer Coordination	--	500
Released Time Costs for Coordination	--	5670*
TOTAL	--	$10,720

* Costs for released time from six three-hour courses per year at $315/credit hour.

BUDGET REQUEST TO CONDUCT
THE EXIT EXAMINATION IN FIVE U.C. COLLEGES DURING 1987-88

This budget request is for a total of $37,485 to cover the 1987-88 costs associated with the exit examinations conducted at Clermont, OCAS, Evening, Raymond Walters, and University College.

The amounts requested are based on the most recent available yearly testing data (Fall, 1985-Summer, 1986):

Fall 1985-Summer 1986

	# Tested	#Failed	# In Remediation
Clermont	170	21	17
OCAS	122	23	23
Evening	270	30	27
RWC	480	56	43
U. College	899	221	67
TOTAL	1,941	351	177

A detailed budget for each college follows. The line item for released time increased in each college budget. This increase is a contractual one, reflecting the new instructor rate of $365 per credit hour. University College is also requesting a modest budget increase under the line item "tutorial costs." In support of this request, additional documentation is attached to the University College budget.

CLERMONT COLLEGE
1987-88

Grading Costs	--	500
Tutorial Costs	--	750
Coordinator's Stipend	--	1,500
Supply Costs	--	200
Stipend for Summer Coordination	--	500
Released Time Costs for Coordination	--	2,920*
TOTAL	--	$6,370

* Costs for released time from two four-hour courses per year at $365/credit hour; the exit exam is given twice during the academic year and once each summer.

OHIO COLLEGE OF APPLIED SCIENCE
1987-88

Grading Costs	--	220
Tutorial Costs	--	1,440
Coordinator's Stipend	--	1,500
Supply Costs and Student Assistant	--	475
Stipend for Summer Coordination	--	
Released Time Costs for Coordination	--	2,190*
TOTAL	--	$5,825

* Costs for released time from two three-hour courses per year at $365/credit hour; the exit exam is given in winter and spring terms.

EVENING COLLEGE
1986-1987

Grading Costs	--	750
Tutorial Costs	--	1,500
Coordinator's Stipend	--	1,500
Supply Costs	--	1,100
Stipend for Summer Coordination	--	500
TOTAL	--	$5,350

RAYMOND WALTERS COLLEGE
1987-1988

Grading Costs	--	300
Tutorial Costs	--	1,400
Coordinator's Stipend	--	1,500
Supply Costs	--	800
Stipend for Summer Coordination	--	1,000*
Student Assistant	--	530
Released Time Costs for Coordination	--	2,190**
TOTAL	—	$7,720

* The exit exam is given twice during the summer term.

** Costs for released time from two three-hour courses during the spring term at $365/credit hour.

UNIVERSITY COLLEGE
1987-88

Grading Costs	--	____
Tutorial Costs	--	2,650
Coordinator's Stipend	--	1,500
Supply Costs	--	1,000
Stipend for Summer Coordination	--	500
Released Time Costs for Coordination	--	6,570*
TOTAL	--	$12,220

*Costs for released time from six three-hour courses per year at $365/credit hour.

APPENDIX 3

Exit Exam Topic - Winter 1983-84

A number of faculty members at your former high school have complained to the principal about a decline in student performance in the classroom and a decrease in student participation in extracurricular activities. The principal is convinced that the major cause of this development is the increasing number of students who are holding part-time jobs. She is afraid that many of these students are working out of choice, not out of necessity, and are thus needlessly depriving themselves of the benefits of their education--both in the classroom and in extracurricular activities.

The principal is planning to write a letter to students and their parents which discourages part-time work for students who do not work out of necessity. Before doing so, she is soliciting the advice of a number of community members, including former students who are now succeeding in college. Write a letter to the principal in which you take a stand for or against students' working part-time while in high school. Be sure to call upon the essays you have read and your personal experience in presenting your position.

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PALM BEACH POST
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For Many Teens, The Job Comes Before Homework

By Ana M. Doyle
Post Staff Writer

We see them everyday — in supermarkets, restaurants, department stores and offices.

They lend enormous hope for those who believe that work builds the moral fiber of a nation and that idle hands are, indeed, "the devil's tools."

Palm Beach County's working students also augment the frustrations of their classroom teachers, one of whom recently said:

"They come to school and can't keep their eyes open. They are obsessed with cars and material possessions. They're in the money game already.

"Some could do much better in school if they weren't working.

"It's different than even 10 years ago. They don't care about extracurricular activities and social times . . . work is their priority, not school."

Statistics give credence to the regrets of Lake Worth High School journalism teacher Chris Helgeson.

Never before have so many teenagers worked and attended school, according to the Bureau of Labor Statistics in Atlanta.

From 1968-1978, the number of 16- to 19-year-old working students increased from 3.1 to 4.2 million. From 1940-1978 the proportion of 16-year-old males attending high school and working parttime increased from 4 percent to 27 percent.

For females, the same age, the increase was from 1 percent to 16.

A closer look, though, shows employment among black teens consistently has slipped backward. In 1965, 30 percent of black 16- to 17-year-old boys were employed. By 1978, the figure had dropped to 20 percent.

In West Palm Beach, the unemployment rate among blacks seldom dips below 20 percent.

Janet Rankin, labor market analyst for the statistics bureau, said that at a given time during the school year, about 50 percent of all high school juniors and seniors are employed. The same holds true for about 30 percent of all ninth and 10th graders.

The number of working Palm Beach County high school students has doubled in the past five years, according to clerk/typist Flo Ray who issues work permits at School Board headquarters.

Mrs. Ray said about 6,000 working permits were issued to 16- to 18-year-old students from July 1978 through June 1979. Five years ago, the figure was 3,200 and enrollment was only slightly below the '78-79 school year.

The 6,000 figure represents about 37.5 percent of the 10th, 11th and 12th grade population.

In addition, 2,500 work permits were handed out in the '78-79 year to 13- to 15-year-old students. The majority of those students were over 14 and participating in a work-experience program in which they earn class credit on the job.

Dozens of public and private high school students are employed at minimum wage ($3.10 an hour) in jobs that require little technical skills — i.e. salespersons, stock clerks, bag boys, waitresses, etc.

Most work anywhere from six to 25 hours a week and spend their money on gas, clothes, records, movies and beer.

Some youths said they even lied about their ages to get a job.

Ask what kind of student the working teen makes and the groans from teachers and guidance counselors ripple through high school corridors

Ken Bast, editor of his school newspaper, also is a stock b

"I've seen grades go from As and Bs to Cs and Ds," said Forest Hill High School guidance counselor Arby Bankhead. "They will tell you they're so tired at night, they don't have the concentration to do their work.

"Something has to go and it's usually the lessons.

"We try to talk against it but we can't change their minds. They must work, they must have that car."

Linda Orr, Jupiter High School guidance counselor, said:

"More and more kids are holding down jobs and going to school. I've had kids come in and tell me, 'I need gas for my car.'

"Of course it's going to take away from academics . . . they don't have the time or the inclination to put into studies."

Gillian Hamblin, an occupational specialist at Lake Worth High School, said she has seen a decline in the number of students volunteering for service clubs.

"They tell you they can't get paid for that. You try to show them that if they've been a candy striper, it will look good on a resume but they don't want to know about it."

"They're young and hyper," said Alice Dennis, a Rosarian Academy teacher. "They'd rather work than do homework."

If students' grades are suffering (which they all deny), they are gaining other lessons then.

"I've learned that you have to keep your temper," said Preston Ahearn, a Cardinal Newman senior and night salesman at Sears in West Palm Beach.

"It's important that you do your job, too. You have a lot of people who don't work, who slough off and that puts a burden on other people."

This is Ahearn's first job and he said, "It's going to be on my record. I think I have to represent the company in a positive manner. If you don't like your job, people can tell."

Ahearn, who plans to attend college next year, started working two years ago to "occupy myself." Now he can't stop.

"You get used to that paycheck at the end of the week," he said.

Ahearn runs track and cross country, has an A-minus average, and skips by on five to six hours of sleep a night.

"I think my grades are better since I've worked," he said. "I have to budget my time more. Any free periods at school, I use to study.

"I don't have any excess time. When you have it, you can misuse it."

Carmen Rojas, 17, and a classmate of Ahearn's, has carved a comfortable schedule for herself between school and a cashier's job at Jewelcor.

"The week before I know I have a test, I'll get off work. They're good about that. Other times, I'll study after work."

Carmen pockets $110 every two weeks.

"Half goes in the bank," she said. "I keep the rest in case of an emergency."

What's an emergency? "Extra clothes," she said.

Ken Bass, editor of the Trojan Times at Lake Worth High School, maintains that school, and not work, is his top priority.

"What's most important to me is putting the paper out," he said. "That comes even before my job."

Bass, 17, started working as a bag boy at Winn Dixie because "There was nothing else I wanted to do. I don't have to work hard to get As and Bs."

Bass uses part of his $80 weekly income to pay off a '75 Dodge Dart that cost him $3,000. The rest goes for gas, bowling, after-school pizzas and entertainment.

National studies show the largest number of teenage workers come from families where the income is between $15,000 and $25,000. The next largest group come from the $10,000 to $15,000 income bracket.

Analysts cannot distinguish between the number of students who have to work and those working for sheer pleasure. The consensus, of course, is that with the ever increasing number of single parent homes and the economy, more students are becoming part of the rank and file.

"For many, it's a matter of survival," said Effie Grear, principal of Glades Central High School in Belle Glade. "I admire their spunk."

Lena Parker, a Glades Central High School student, said she was driven to work out of despair and lied about her age to get her first job.

"There was a lot of pressure on Dad to pay the bills," she said. "He and my stepmother were always griping about how much things cost.

"When I'd ask for money to do something, they'd say no and I'd have to get it from an aunt.

"I couldn't stand it. Being a teenager, there's things you want to do . . . skating, riding around in cars . . . "

Despite protests from her father, Lena talked her way into an $80 a week job at a takeout restaurant.

"Every other place I looked, they wanted 16-year-olds," she said. "It was no big deal. A lot of my friends lie, too."

Lena gets out of school at 3:30 p.m. and works from 4 to 10. She studies when she gets home, goes to bed around midnight and is up at 6:30 the next morning. She averages As and Bs.

Mrs. Hamblin, the Lake Worth High School occupational specialist, concedes Florida's child labor laws have been "somewhat abused" in recent years.

"It used to be kids could go into these fast-food places and get a job without a working permit or anything," she said. "We are amazed at the numbers coming in saying they never had to have permits until this year."

Under state law, a person is supposed to have a working permit before being hired. Youths between 14 and 15 (minors) are only supposed to work four hours on school days, no later than 9 p.m., and no more than 10 hours on weekends and vacations.

They can work until 11 p.m. on a Friday or Saturday night or any night that precedes a nonschool day.

Minors are required to have the consent of their parents or legal guardians, according to state law. Youths 16 and 17 can work until 11 p.m. on school days and until 1 a.m. on a night that precedes a nonschool day.

Youths under 19 cannot work in any business serving liquor unless the employer has the state's permission. Everybody is supposed to be paid the minimum wage.

In addition, employers are subject to a barrage of federal child-labor laws, which differ in varying degrees. Federal law, for instance, states minors can only work three hours on school days and no later than 7 p.m.

Gerald Parks, area director for the federal Department of Labor's wage and hour division, said $23,000 in child-labor fines were assessed last year to employers in 11 counties, including Palm Beach and Broward.

Parks said the two most common violations were employers keeping students longer than three hours on a school day and past 7 p.m.

"In many cases," Mrs. Hamblin said, "I don't think the employers or students are aware of the laws. It's to their advantage to learn them.

"As long as they're going to be out there working, they should be protected as best they can."

MINNEAPOLIS STAR, November 19 and 13, 1979,
Pages 1A and 8A

Teens' highest goal —'things'

By GEORGE MONAGHAN
and DEBRA STONE
Minneapolis Star Staff Writers

A house on a tree-lined street, two cars in the garage, a stable marriage, a good job, kids and security—this is the stuff that dreams are made of for Twin Cities teen-agers.

Fame or unlimited wealth?

The presidency?

Merit in literature, science, social reform?

Forget it, say many high school students interviewed by The Minneapolis Star. Give us comfort and the money to buy it with.

Over and over again, teen-agers mention cars, houses, luxuries as the things that would make their lives complete.

One girl gave up a school trip to Europe so she could use the money instead for a video cassette recorder to make sure she wouldn't miss any episodes of "Charlie's Angels."

Some teen-agers say they are saving for college, but more confess they would rather buy now.

They are frank about their materialism.

Many willingly give up school athletics and other extracurricular activities to get what they want most.

And what they want most is money.

Their desire for money reflects what many social scientists contend is an explosion of materialism and what others say is simply more of the same American craving for consumption.

Michael Balzerman, a social scientist at the University of Minnesota, thinks peoples' images of themselves have a lot to do with the images they admire in advertising—the unending stream of young bodies, cream-clear faces, glowing pearl teeth.

Advertisers spend billions creating images; consumers spend billions buying them. And, Balzerman contends, people become what they buy.

Diane Hedin, who works with Balzerman as assistant director of the university's Center for Youth Development and Research, says that jobs and money have replaced dreams and goals among many of the teen-agers she's surveyed.

"The idealism that characterizes the teen-age years seems to be on the decline. You don't have the hope that you're going to do something terrific and change the world or invent something important or make life better for people."

Besides that, she says, "high school doesn't mean much anymore. Where's the value in a diploma? They want to make a difference and being in a classroom doesn't count. Flipping hamburgers at least means something. It means money and some independence."

Many working teen-agers say they are working to become independent, but most educators say that often these teen-agers are buying freedom from the control of their parents and school. If the students of the '60 escaped the establishment by dropping out, today's students are fleeing authority by getting part-time jobs. And educators fear that this new independence enables many students to turn from their families to drinking and drugs.

Geraldine Gage, professor of family economics at the University who has become something of a TV personality on modern family life, sees other reasons.

She says kids are kids and they've always been that way. Their parents are big consumers and since teen-agers are telescoped replays of their parents' lives, it's not too surprising they want to buy things, too.

But there are differences. Today, the only economy young people know is one of abundance. It is filled with record numbers of jobs for teen-agers—jobs that can help relieve consumer temptations.

Those temptations, "counter-culture" historian Theodore Roszak told The Star, "hit them like a ton of bricks in newspapers and on television and in magazines, and they go through this stage thinking this is what life is all about."

What do the teen-agers, themselves, think about who they are and how they got that way?

Some students at Edina West High School were asked why they didn't want to be president or a famous actor or a prize-winning author. One replied: "We've seen all the pressure and problems they have, and it's not important to be that way."

Too often, popular heroes are popular disappointments, and Hedin thinks that has a lot to do with how teen-agers see themselves.

"Every four years we go through the same thing with a president who promises everything, and in about a year everyone is completely disillusioned," she says. "Everyone has turned against him, and it seems folly to think you can solve any problems."

A striving for security and comfort is "a very new thing because of the general turmoil of the last 10 years," said George Skluzacek, dean of students at Edina West. "There's inflation, and I don't want to mention the Big W (Watergate) and the former administration, but I think that had something to do with it, too.

"They (teen-agers) are very aware of the what the whole black mark on the government is all about. They've read about it and heard about it in class. And I think that contributed to a general feeling of 'things aren't as right as I thought they would be.'"

A 1976 statewide poll by the University's youth center found that teen-agers don't define success as great wealth or power.

"Rather, success seems tied to a moderate, middle-class lifestyle," the study says. "For the urban and suburban youth, it meant living comfortably, having a good job and a nice family. For the rural students, it meant living up to one's ideals and satisfying one's own goals. There was almost no men-

tion of outstanding achievement in any area—making money, careers, family life—as a criterion for success."

Students interviewed by The Star, with a few exceptions, agreed.

To Jill Moore, 17, of Edina, future success means "having a family and being comfortable and having enough money to get by."

What's failure? "Not having a job that gets you enough money," she said.

Elizabeth Latterell, a 17-year-old Washburn High student, has a more concrete idea of success: "I'd like to own an MG, so obviously I have to own enough money to do that. That's my big material goal. I want to be happy and be doing something where I feel I have an accomplishment and I can see a goal for myself.

"If I failed, I'd fail because I wasn't happy or because I never achieved my goal. In the long run it would be great to have money to send my kids through college, but that's not the biggest thing."

Mitch Carlson's idea of success is "a good job, a place to live, security and working towards the future." Unlike many other students interviewed, the 15-year-old Anoka sophomore decided not to work. He is devoting his time now to sports and grades. In the future, he says, he'd like lots of money.

But many other teen-agers say they want their money now. What do they use it for?

First of all, they say, for clothes, then for food, entertainment, cars and stereos. Buying "things" with one's own money has status.

These values agree with those expressed in the youth center study: "Success while in high school was seen in terms of material possessions and money by suburban youth. Rural youth saw success more in terms of general achievement in school and sports and the attainment of lofty, abstract goals and/or personally defined goals. Urban youth expressed both points of view."

Teachers, school officials and some students express concert over the growing importance of consumption.

Poets ignored

Jeanne Baker, an Anoka High English teacher, says that in 18 years of teaching she has never seen more materialistic students.

"The whole nation has gone that way," she said. "Everything I teach preaches anti-materialism—all the poets do. It's hard for them (students) to accept because it's (material goods) all here.

"If I try to get them to write about such things, they will mouth and give lip service to the idea that things don't count. They'll say that, but they do not believe it. They still want things. They're caught already in the trap."

It's got some students worried, too.

"I see an awful lot of materialism," said Bill McLaughlin, 17, Washburn High School senior class president. "It's to the point right now where it changes every season. In the fall everyone's sporting off their cars, in the winter here in Minnesota it's skiing and it's a status symbol."

Teen-agers' having their own money probably brings on more materialism, McLaughlin said.

"If you've got the money, what do you do with it?" he said. "You spend it. What you do end up buying with it varies with the individual, but the simple fact is that you do have the money and you are spending it," he said.

Another high school senior said: "Money is very important. It's necessary in everybody's social lives. There's not very much you can do that doesn't involve money."

And money, for most teen-agers, means a job.

"With inflation and everything, what you get from your parents for doing little odd jobs just isn't enough anymore," a teen-ager said. "You need a job if you're going to do almost anything."

When Jill Moore was asked why she works as a dietary aide at a local hospital, she said, "I have to. I have to have fun, to buy my clothes, just to do what I want."

Adults empathize

Adults might criticize the teen-age spending spree, but they're understanding, too. In some ways, these are hard times.

"It is a very hard time to grow up, much harder than ever before," English teacher Baker said. "It was secure before. They fit in with the authority: church home and the school. The teacher was always right, that kind of thing.

"They didn't question so much. Now kids do question a little more, and they feel a greater freedom to question. But then they are upset because there aren't those definite limits that are comfortable.

"Persons in my own age group are willing to let the whole thing go. Professional people are willing to go live in the woods and get back to nature. They're willing to let it go, but the kids are caught here. It must be the movies and the television," she said.

Do teen-agers buy security with material goods?

"It could very well be," Baker said. "Instead of the security blanket, they buy all these things so they know where they fit. It could be."

Skluzacek, the student dean, puts it this way:

"Put yourself in their boots. They're 17, the economy is in a mess, inflation is going bananas and you're trying to decide what you're going to do five years from now as a career. I wouldn't want to be in that boat for love nor money. I would not, it's tough.

"The pressures are incredible in terms of peer pressure. You may not want to drink but you're basically forced to. They have pressure from advertisers: Look good, feel good, buy this, look better, feel better, look best, spend more.

"They have a considerable amount of pressure from home to succeed.

"I'm very happy (that) I am what I am at 38. We knew less and we were told what to do more. And now because they know more, they're told less what to do. Now there's the pressure to do the right thing at the right time."

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The changing picture of youth at work

Working, like other aspects of growing up, brings young people the opportunity to test themselves in the world beyond family and friends. It can produce both self-respect and income. But there is also a negative side to work that needs to be weighed before a family sends an adolescent into the marketplace.

By Sheila Cole

DURING THE last decade, social critics and policy advisers have argued that keeping teen-agers segregated from the rest of society in schools contributes to the conflict between generations and to the alienation of the young.

In 1974, for example, the Panel on Youth of the President's Science Advisory Committee, headed by University of Chicago sociologist James S. Coleman, suggested that work would be a good complement to school for all students. Holding a job, the panel reasoned, teaches adolescents responsibility and develops positive attitudes toward work, brings the young into closer contact with adults from whom they can learn, and keeps them out of trouble.

Sheila Cole, a California journalist, recently completed a book, "Working Kids on Working," soon to be published by Lothrop, Lee, and Shepard.

Today, proportionately more American teen-agers are working while still in school than at any other time in the last quarter century. Between 1940 and 1970, the proportion of 16-year-old males attending high school and working part-time increased from 4 per cent to 27 per cent. For females the same age, the increase was from 1 per cent in 1940 to 16 per cent in 1970.

Current estimates indicate that at some time during the school year, about 50 per cent of all high school juniors and seniors and about 30 per cent of all 9th and 10th graders are employed. These percentages include teen-agers paid "off the books" by employers seeking to avoid paying the minimum wage and Social Security taxes.

Not only are more adolescents working part-time now, they are also working longer hours. In 1960, only 44 per cent of the 16-year-old male workers who were still attending school worked more than 14 hours a week. In 1970, the figure was 56 per cent. For 16-year-old females, the increase was from 34 per cent to 46 per cent. There has also been a dramatic increase in the last 20 years in the number of 14- and 15-year-olds working more than 14 hours a week.

THESE NUMBERS may be encouraging to those who believe that work builds the moral fiber of the nation and that many young Americans are dispirited simply because they have nothing useful to do. But while the Coleman Commission on Youth, and others like it, touted the value of work to teen-agers, we have until very recently known almost nothing about the benefits and drawbacks of such employment.

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LITTLE SYSTEMATIC research had been done on these issues until two social psychologists at the University of California at Irvine began a study in 1978 of the costs and benefits of part-time work to high school students.

Ellen Greenberger and Laurence Steinberg gave a questionnaire to 521 California students in the 10th and 11th grades. Their questions addressed some of the major issues raised by policymakers and educators at the state and federal levels.

At about the time that I learned of the Greenberger-Steinberg study, I had finished gathering material for a book on children and work. I had traveled around the country for more than a year and interviewed 25 young people ranging in age from 9 to 15. In many cases, I also interviewed parents and employers.

MY FINDINGS confirmed that for young people, working is a way to acquire practical knowledge that may help them later on: how the business world functions; how to find and hold a job; how to manage money.

Working enabled many of those in the two studies to learn to budget their time, to assess their goals, to take pride in accomplishment, to manage their emotions and behavior so as to get along effectively with people.

Other conclusions: holding a job and using alcohol or marijuana sometimes seem to go together. And a substantial number of young jobholders admits to cheating employers.

Surprisingly, the two California psychologists found that there is relatively little formal instruction in job-related skills. They speculate that this is because the jobs most young people hold require little training or call for skills adolescent workers have learned in other settings.

Some work, like retail-sales and food-service jobs, gave young employees more opportunities for social interaction with adults and with workers their own age than did other work, like cleaning. While there were few opportunities for taking initiative in any of the jobs the researchers studied, retail-sales and food-service jobs allowed young workers to begin things themselves more often than did clerical or cleaning jobs.

Predictably, clerical and skilled-labor jobs required more reading, writing, and arithmetic than did other jobs. Food-service jobs imposed the greatest time pressure.

TO SEE whether young people acquired useful information on the job, the Greenberger-Steinberg survey included a 41-item multiple-choice test with questions like, "When the owner of a record store talks about the store's market, she is referring to (a) the place where she buys her records; (b) the people who are likely to buy records from her store; (c) the newspaper in which the store advertises record prices; (d) the place in which the records are actually displayed and sold."

Students who had worked scored significantly higher than students who had never done so. Moreover, the students who had most difficulty learning in school learned most from working.

Other data from the questionnaire showed that work experience led young people to develop what Greenberger and Steinberg termed "work orientation." That is, a young person who works tends to have a general set of skills that is useful across a range of jobs, takes pleasure in work, and has developed his or her own standards for performing tasks competently.

SOME TEEN-AGERS work to help their parents, I discovered, but usually the motive is to earn spending money. As one 14-year-old girl from a wealthy Rowayton, Conn., home who was working at a tennis club explained, "I'm not saving for anything. I just want to have the money. I don't like to bother my parents about it. They need it just as much as I do, and they work for it."

I found that young people working at even the simplest jobs gained a striking amount of practical knowledge. To begin with, the process of finding a job seemed to teach them a good deal about how society works and what is necessary for success. Some youngsters used both ingenuity and persistence to get the jobs they wanted.

Janey Mathews, one of the teen-agers I spoke to, landed a job at a fast-food place even though she was below the age at which they normally hire:

"I was looking through the local paper for a babysitting job and I saw all these 'Help Wanted' ads. One was for Del Taco, and I decided to try. The manager didn't ask how old I was or anything. He just said, 'Come back later.'

"I went back four times. Every time he said to come back, I thought, now is my chance. I'm going to get the job now. And he would say, 'Okay, come back, and I'll tell you for sure if you have this job or not.'

"The fourth time I went down there at nine o'clock in the morning. And he said, 'You're here already!' And I said, 'But I really want the job.' And I got it."

Greg McAllister, 15, also wanted to work. His ambition was to become a veterinarian. He knew about the competition for admission to veterinary school, so he volunteered to help at a veterinary clinic. After a few months of volunteer work, he was hired.

ONCE YOUNGSTERS land a job, they have to have work permits and Social Security numbers, and they have to fill out forms for withholding taxes. Meeting these requirements brings young people into contact with the government agencies that regulate work.

Jobs are an important arena in which to test oneself and one's dreams, and many of the adolescents I talked to had taken the opportunity to do just this.

A 15-year-old dock hand in South Carolina who planned to join the Navy told me, "I don't know if I want to go on a boat in the Navy, spend half my career on the water. . . . I don't want to be a seasick sailor, that's why I'm trying to work it out on a shrimp boat right now."

My interviewing showed how work forces young people to deal with competing demands on their time. They have to be at work when they are expected, put in their time and energy, and still try to keep up with their obligations at school and at home, often giving up sports, outings with friends or family, and sleep.

For many, this reorganization of priorities and schedules is one of the hardest—and most important—parts of holding a job.

Robert Williams, a delivery boy, put it this way: "But one thing, when you be working, you got to get up in the morning, even when you be sleepy. I got up one morning, said 'No, I'm not going down there.' Then I said, 'I'd better get up.' I got ready and I went. If I'm not coming, I got to call in, say I'm sick."

IN THE COURSE of doing their jobs, young people often have to cope with the unpleasant and the unexpected. Restaurants run out of food, coworkers are absent, crowds materialize just when it's time for a break, essential machinery and equipment break down, you get sick or hurt. Everyone talked about these emergencies and about how upset they were the first time something like that happened. But, because they were forced to cope with them, they quickly learned to take such situations in stride.

A 9-year-old fashion model I interviewed told of being asked to pose nude from the waist up holding a human skull, simply as a means of catching the viewer's eye.

"I didn't want to hold it, but he said, 'Here,' and shoved it into my hand. So I did it," she recalled. When asked why she hadn't refused, she told me

she was afraid that if she made a fuss, word would get around that she was hard to work with. "And I like to work. I like the people, only sometimes they push me too far," she explained.

The young workers I met not only had to do things they found distasteful but also had to refrain from doing things that seemed natural.

The delivery boy was warned that he would be fired if he ever swore in front of a customer. He was also told that he was expected to be polite even when customers were rude.

"I deliver to them, they take the meat and they don't give me no tip. I say forget it. I don't care. I just go," he said.

EVEN WHEN the youngsters I talked to disliked their jobs, they enjoyed the sense of independence and power they got from earning their own money. Attaining that power and independence is part of what it means to achieve adulthood in our society, and working made them feel they were on their way.

Working takes time and energy that could be spent in activities that might be more profitable. In their survey, Greenberger and Steinberg asked about school attendance, enjoyment of school, the number of hours a week spent studying, and time spent in extracurricular activities. They also asked students to report their gradepoint average.

Analysis of the data showed that the youngsters who worked felt less involved in school than did their nonworking classmates, were absent more, and did not enjoy school as much. In fact, dissatisfaction with school seemed to increase the more a youngster worked.

That finding brought up the possibility that the students who chose to work long hours might have done so simply because they disliked school. But the data suggest that this was not the case.

A sizable subgroup of adolescents who worked from 25 to 40 hours a week turned out to be among those who enjoyed school the most. In addition, those who were not employed but were seeking work indicated that they enjoyed school as much as unemployed students not looking for work.

Thus it appears that a distaste for school developed, if at all, only after a young person had begun to work. Greenberger and Steinberg speculate that holding a job gives youngsters a chance to compare school with other environments.

The researchers found at least one clue to why school sometimes comes off poorly in the comparison: working adolescents often reported that school did not permit them to do the things they felt they did best.

Another finding was that workers reported lower grade-point averages than did nonworkers. More than 27 per cent of the sample reported a decline in grades after they began working, while only 16 per cent reported an improvement. Weaker students seemed to be especially vulnerable to this effect.

Not surprisingly, teen agers who worked many hours spent less time studying than their peers. This was particularly true for those working 25 to 40 hours a week.

Greenberger and Steinberg also worried that part-time work might cause students to lower their educational goals. They eventually concluded that work itself had not had that effect. But they did find that students who worked a lot had lower educational goals.

According to Greenberger and Steinberg, it wasn't the mere fact of working that affected a youngster's grades, but the number of hours worked. The researchers found that for 10th graders, a drop in grades appeared if a student worked, on the average, more than 14 hours a week; 11th graders could generally work up to 20 hours a week before their grades were affected.

WORKING is a part of growing up. Like other aspects of growing up, it brings young people independence and freedom. And, like growing up, it introduces teen-agers to the limitations of their own lives.

Adolescents do not like to have to ask for money each time they want to go somewhere or buy something. Having their own money makes them free to act and brings a wonderful, powerful feeling that, at least initially, outweighs all but the most serious annoyances of work.

It is natural for young people to grow impatient with the sheltered circle of family, school, and friends and to want to test themselves in the wider world. Work gives adolescents an opportunity to do just that.

It also requires them to get along with others and to adjust their behavior so that a job gets done. And it gives them a chance to learn about money and the general aspects of working that they will need to know as adults.

Families also benefit, at least financially, when a teen-ager works. Many families can no longer afford to give their children enough pocket money to go out with their friends, to learn skills such as playing the guitar or skiing, to buy the materials for hobbies and projects, or to run a car — the only means of access to social life in some parts of the country.

Few would argue that activities of this sort are unnecessary. But having to pay for them is a strain that may cause resentment. Adolescents who take some of the burden on themselves earn parental respect and often reduce household tensions.

BUT THERE are negative aspects of work that make me a cautious advocate — especially for those who have a choice. While working helps a high school student pay for social activities, it also takes time away from these activities. Teen-age jobholders often complain about how little time they have left just to daydream and fool around.

Yet daydreaming and fooling around without responsibility to anyone or anything are essential to exploring oneself and one's interests and relations to others. Adolescence is one of the few times in our lives when we have the freedom to make these explorations.

Do we really want a society of teen-agers who only work and go to school and go to school and work, who are closed in by organized activity and commitments?

Most of the work that young people are paid to do is not very interesting, enriching, or worthwhile in a broad social sense. Adolescent workers learn that sorry fact early, so money becomes the motivating force in their work.

This is natural enough, but is it desirable? Do we want money to assume that kind of importance so early?

All these are questions of values. In some families, teen-age work is a necessity. But for many families, there is a choice. Few American households are so affluent that a little extra income would not be welcome, or so poor that full-time adolescent labor is necessary. For such families there is no formula that will yield a "correct" decision in all cases.

Perhaps the most useful contribution of recent research is the estimate it gives us of how many hours a young person can profitably work.

It is helpful to know that, on the average, the benefits of work can be acquired in about 14 hours of work a week, and that after 20 hours negative consequences begin to outweigh the positive ones.

These ball park figures, plus common sense, represent our best resources for making decisions about kids and work.

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America's uses, abuses of child labor

IN THE early days of the New World, children were a standard component of America's labor force. Colonists wrote home to England about the need for workers, and the British government sent hundreds of orphans, as well as boys and girls from poor families, to work in America.

And until Parliament put a stop to the practice in 1845, a few unscrupulous Londoners even made a business of kidnaping children from the streets and shipping them off to America to augment the labor supply.

Children continued to work in America even when the nation ceased to be a purely agrarian society. A shortage of adult men for factory work made the traditional reliance on child labor exceedingly convenient for early manufacturers.

A petition to open a cotton factory in 1789 argued that "it will afford employment to a great number of women and children, many of whom will otherwise be useless, if not burdensome to society."

THE NUMBER of working children did not begin to decline in the United States until after World War I. Despite wide publicity about the abuses of industrialized child labor, laws regulating the work of children were passed in this country only over the strongest objections.

The shortage of adult labor that lasted through most of the 19th Century was an important factor in keeping children on the job. Opposition also came from people who believed that work was a necessary part of practical and moral education.

The first federal child labor laws, passed in 1916 and in 1919, were found unconstitutional by the Supreme Court. It took the Great Depression and President Roosevelt's Supreme Court to get a national law—the Fair Labor Standards Act of 1938—that effectively regulated most nonagricultural child labor.

THE PASSAGE of the 1938 law and the enactment of minimum-wage standards barred most children from full-time employment. They did not stop working however, but turned increasingly to part-time jobs.

In recent years, some states, including California, New York, Pennsylvania, Michigan, and Illinois have passed laws permitting employers to pay minors, students, and apprentices at a rate slightly under the federal minimum wage.

Sheila Cole

APPENDIX 4

To: Candidates for the Exit Exam Date: February 2, 1987
From: Marvin Garrett and Hurst Sloniker

If you are passing Freshman English 103 and are therefore eligible to take the exit exam, your instructor will give you the assigned readings and your entrance ticket during the week of February 2, Winter Quarter, 1987 for the upcoming exit exam in English. This examination is intended to assess your performance as a writer and to insure that you have attained writing skill at least adequate to the demands of your college career and subsequent employment. The exam is part of the University's effort to assure that all required courses at the University of Cincinnati be uniform in their goals and standards.

Read the following information carefully:

1. All students who are currently enrolled in Freshman English 103 and/or the Exit Exam Tutorial who are receiving passing grades must take the exit exam. Students who are not passing the course are ineligible to take the exit exam. Passing the exit exam is a condition for fulfilling the Freshman English requirement at the University of Cincinnati.

2. The exit examination will be held in Zimmer Auditorium on Friday evening, February 13, from 6:00 to 9:00 p.m. You must arrive promptly.

3. You will need to bring to the exam your ticket, a photo I.D., a dictionary, the readings distributed by your instructor, and a pen for writing. Please make all notes <u>on</u> the readings. You may write an outline on the readings; <u>however, you must not write whole paragraphs or the entire essay on the readings</u>. <u>Such abuse will be cause for failure</u>.

4. Bluebooks will be furnished to you. At the exam, you will be given a specific topic, based on the readings, about which to write a persuasive essay. You should expect to spend TWO HOURS in planning, writing, and revising the essay. The remaining time is needed to administer the exam.

5. Your essay will be graded by no fewer than two English instructors. Results will be available on Friday, February 20. <u>You must contact your Freshman English or Tutorial instructor about the results of the exam</u>. Failing students may take a re-test exam from 6:00-9:00 p.m., February 27 in Zimmer Auditorium.

6. <u>If you will be unable to attend for a legitimate reason</u>, call the Freshman English office at 475-3174 between 12:00 and 4:00 p.m. as soon as possible. If your reason is deemed legitimate, then you may sign up to take a make-up exam. The make-up exam is Monday, February 16, 3:00 - 6:00 p.m. in 102 Laurence Hall.

7. If you are unable to supply any photo I.D. (including a driver's license), call 475-3174 between 12:00 and 4:00 p.m. as soon as possible and set up an appointment to meet with one of us. We will make special arrangements for proper identification for you. You will not be admitted to the exam without proper identification.

Evaluation Scale for the Testing of Persuasive Writing

	High Pass	Pass	Fail
A. Content			
	The writer has discovered issues and formulated a position appropriate to these issues and to the audience. The writer has supported assertions with convincing explanation or illustration.	The writer shows some awareness of relevant issues and of audience and takes a position appropriate to the task. The position, however, is not always clearly discernible or convincingly supported.	The writer has failed to demonstrate awareness of relevant issues and to formulate a positiion appropriate to the audience. If an idea or point is suggested, it is underdeveloped or presented in a purely repetititous way. The author inadequately supports assertions. Or the essay is so brief that any reasonably accurate judgment if the writer's competence is impossible.
B. Organization			
	The essay is competently organized. A pattern of development is present from beginning to end.	The essay presents a discernible pattern of organization, even if there are occasional digressions.	The pattern of the essay is unclear. The relationships between sentence and the relationships between paragraphs are rarely signaled.

(over)

High Pass	Pass	Fail
C. Style and Mechanics		
The ideas in the essay are expressed in appropriate language.	The language is generally appropriate to the task. The essay demonstrates sufficient command of vocabulary to convey, without serious distortion or excessive simplification, the range of the writer's ideas.	The essay is restricted to a very narrow range of language, or the vocabulary chosen frequently does not serve the needs of the writer.
Sentence reflect a command of syntax within the ordinary range of standard written English.	Sentences reflect a sufficient command of syntax to ensure reasonable clarity of expression. The writer generally avoids both monotonous syntax and the incoherence created by tangled syntax.	The sentences do not demonstrate consistent clarity of expression. The syntax is often tangled or monotonous.
Punctuation, spelling, and grammar are correct.	The writer demonstrates through punctuation an undestanding of boundaries of the sentence.	The writer frequently commits errors of punctuation which obscure sentence boundaries.
	The writer spells the common words of the language with a reasonable degree of accuracy. Exceptions can be made for the so-called spelling "demons" which frequently trouble even the advanced writer.	The writer frequently misspells common words.
	The writer generally uses the standard forms of agreement and of grammatical inflection.	The essay reveals recurrent grammatical problems.

EXIT EXAMINATION RATING SHEET

COURSE NUMBER ___ ___ ___ (26-28)

SECTION NUMBER ___ ___ ___ (29-31)

RETAKE ____ (32-32)

STUDENT NUMBER ___ ___ ___ ___ ___ ___ ___ ___ ___ (01-09)

(10-11)

EXAMINATION DATE ___ ___ ___ ___ (12-15)

FIRST RATER NUMBER ___ ___ (16-17)

RATING F P P+ (18-18)

SECOND RATER NUMBER ___ ___ (19-20)

RATING F P P+ (21-21)

THIRD RATER NUMBER ___ ___ (22-23)

RATING F P P+ (24-24)

(25-25)

REMARKS _____

_____

_____

APPENDIX 6

STATISTICS FOR THE EXIT EXAM

UNIVERSITY COLLEGE

Date of Exam	Number of Students Who Took Exam	Number of Failures	Failure Rate
Spring 1984	591	31	5%
Summer 1984	60	14	23%
Autumn 1984	147	24	16%
Winter 1985	149	25	16.7%
Spring 1985	628	124	19.7%
Summer 1985	47	9	19.1%
Autumn 1985	148	46	31%
Winter 1986	163	42	25.7%
Spring 1986	544	148	27%
Summer 1986	44	4	10%
Autumn 1986	177	38	21.5%

ERIC Clearinghouse for Junior Colleges
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